K-W-L-S/K-N-L-S Organizers

# K-W-L-S

This strategy helps students access prior knowledge and set a purpose for reading. It includes before-reading and after reading components.

# How it works:

Before reading, students discuss and record what they already **K**now about the topic in the ***K*** column, and what they **W**ant to find out in the ***W*** column. The **W**ant column will have questions about the topic that might be answered from the reading. Developing these questions also helps to set a purpose for reading.

After reading, the students record that they **L**earned in the ***L*** column. Often the reading will not provide the answers to all the questions, and it might elicit more questions. These additional questions for further research should be recorded in the ***S*** column, as things the reader **S**till wants to know.

At first, you should complete the K-W-L-S chart together as a shared reading/writing activity. Gradually students can develop the independence to use their own background knowledge and set their own purposes when they read.

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| --- | --- | --- | --- |
| **K: Know** | **W: What** | **L: Learn** | **S: Still** |
| **What I already *KNOW*** | ***WHAT* I want to find out** | **New Things I *LEARNED*** | **Questions I *STILL* have** |
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# K-N-W-S

Use the KNWS chart in a similar fashion to the K-W-L-S chart to aid students with solving problems.

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| --- | --- | --- | --- |
| **K: Know** | **N: Not Need** | **W: What** | **S: Strategy** |
| **Problem:** | | | |
| **What facts do I *KNOW* from the information in the problem?** | **Which information, if any, do I *NOT* need?** | ***WHAT* does the problem ask me to find?** | **What *STRATEGY*, operations, or tools will I use to solve the problem?** |
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